

The Woman's College of  
The University of North Carolina  
LIBRARY



CQ  
no. 238

COLLEGE COLLECTION

Gift of  
Peggy Britt Griswold

INFORMATION ON HOME FURNISHINGS FOR POTENTIAL

TELEVISION PROGRAMS DESIGNED TO MEET THE

INTERESTS OF HOMEMAKERS

by

PEGGY BRITT GRISWOLD

✓  
5769

A thesis submitted to  
the Faculty of  
The Consolidated University of North Carolina  
in partial fulfillment  
of the requirements for the degree  
Master of Science

Greensboro

1959

Approved by

*Irwin V. Sperry*  
Irwin V. Sperry / Adviser

#### ACKNOWLEDGMENT

The author wishes to express her sincere appreciation to the late Dr. Josephine Kremer for her careful direction and guidance in this study and to Dr. Irwin V. Sperry for continuing her work. The author wishes to express her appreciation to Mrs. Madeleine B. Street, Miss Elizabeth Hathaway and Dr. Naomi Albanese for their constructive criticisms and untiring efforts during the writing of this thesis. The author wishes to express her appreciation to the staff of the School of Home Economics of the Woman's College, University of North Carolina for their interest and support during this study.

Appreciation is extended to the 79 homemakers interviewed in Greensboro, North Carolina, for their co-operation and to the Survey Operations Unit, Institute of Statistics, Chapel Hill, North Carolina, for their co-operation in providing the random sample.



# TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
II. REVIEW OF LITERATURE . . . . .	6
III. ANALYSIS OF DATA . . . . .	15
Personal . . . . .	15
Composition and Size of Households . . . . .	16
Education of the Head of the Household and the Home-	
maker . . . . .	17
Education of the head of the household . . . . .	18
Education of the homemaker . . . . .	19
Occupation of Head of Household and Homemaker . . . . .	19
Occupation of head of household . . . . .	19
Occupation of homemaker . . . . .	20
Family Income in 1953 . . . . .	21
Televiewing Practices . . . . .	22
Television History . . . . .	23
Length of TV ownership . . . . .	23
Homemaking programs viewed by homemakers . . . . .	25
Expressed Preferences for Time of Day and Type of	
Homemaking TV Programs . . . . .	27
Time of day . . . . .	27
Type of homemaking TV programs . . . . .	28
Abilities and Experience Data . . . . .	30
Persons Who Helped Plan Home Furnishings . . . . .	32



CHAPTER	PAGE
Abilities and Experiences of Family Members . . . . .	34
Availability of Equipment or Facilities . . . . .	38
Home Furnishings Information Desired by Homemakers . . .	42
Rooms for Which Suggestions Were Desired . . . . .	42
Information Desired by Homemakers for Rooms . . . . .	43
With elementary education . . . . .	45
With high school education . . . . .	45
With college education . . . . .	47
Information About Furnishings Desired by Homemakers .	47
With elementary education . . . . .	50
With high school education . . . . .	50
With college education . . . . .	50
IV. SUMMARY AND IMPLICATIONS . . . . .	55
Summary . . . . .	55
Implications . . . . .	59
BIBLIOGRAPHY . . . . .	60
APPENDIX . . . . .	62
A. Statistical Basis for Random Sample . . . . .	63
B. Schedule . . . . .	67
C. Cards Used With Schedule . . . . .	75
D. Selected List of Helpful References . . . . .	78

# LIST OF TABLES

TABLE	PAGE
I. Composition and Size of Households . . . . .	17
II. Education of Head of Household and Homemaker . . . . .	18
III. Occupation of Head of Household . . . . .	20
IV. Occupation of Homemaker . . . . .	22
V. Family Income in 1953 . . . . .	23
VI. Length of TV Ownership . . . . .	24
VII. Homemaking Programs Viewed by Homemakers by Length of Time Program Has Been on Air and by Length of TV Ownership . .	26
VIII. Time of Day Home Furnishings Program Would Be Most Convenient	29
IX. Type of Homemaking TV Program Homemakers Would Be Interested In Viewing . . . . .	31
X. Persons Who Helped Homemakers Plan Furnishings for the Home.	33
XI. Family Members Who Helped Homemakers Plan Furnishings for the Home by Type of Family . . . . .	35
XII. Abilities and Experiences of Family Members That Could Be Used in Decorating or Furnishing A Home . . . . .	36
XIII. Abilities and Experiences in Households by Availability of Sewing Machine That Could Be Used in Decorating or Furn- ishing A Home . . . . .	39
XIV. Abilities and Experiences of Family Members in Household by Availability of Equipment or Facilities That Could Be Used in Decorating or Furnishing A Home . . . . .	41

## TABLE

## PAGE

XV. Rooms in the House and Rooms for Which Homemakers Desire Suggestions . . . . .	44
XVI. Information for Rooms Desired by Homemakers with Elemen- tary Education . . . . .	46
XVII. Information for Rooms Desired by Homemakers with High School Education . . . . .	48
XVIII. Information for Rooms Desired by Homemakers with College Education . . . . .	49
XIX. Information about Furnishings Desired by Homemakers with Elementary Education . . . . .	51
XX. Information about Furnishings Desired by Homemakers with High School Education . . . . .	52
XXI. Information about Furnishings Desired by Homemakers with College Education . . . . .	54



## CHAPTER I

### INTRODUCTION

Home Economists are being called upon more and more frequently to present programs on television. In order to do the best job, they must "know what the homemaker in your particular vicinity or locality wants."<sup>1</sup> Also home economists must balance the program content with the information which they feel is needed by the homemaker.

Home economics recognizes the need to interrelate the basic knowledge of the many fields from which it draws for the purpose of solving immediate personal and family problems.<sup>2</sup>

The partial aim of the survey made of the Piedmont Area of North Carolina in 1954 prior to the opening of the educational television station of the University of North Carolina, WUNC-TV, was to get an indication of what the audience wanted.<sup>3</sup> In this study the homemakers who were interviewed were asked which of a list of homemaking subjects they would be interested in watching. Table A shows the list of homemaking subjects used in the schedule prepared by the University of North Carolina.<sup>4</sup> They are now

---

<sup>1</sup> Television Committee, School of Home Economics, The Woman's College, University of North Carolina, "Home Economics and Educational Television," Journal of Home Economics, XLVII:10 (December, 1955), p. 759.

<sup>2</sup> Ester Lee Bride, "Building Daytime TV Shows to Sell," Practical Home Economics, XXXI (October, 1952), p. 13.

<sup>3</sup> D. C. Horvitz, J. S. Adams, and A. L. Finkner, "The Television Audience in North Carolina," Preliminary Report, Part I. Households and Adults Residing Within One-Hundred Miles of the WUNC-TV Transmission Tower. Survey Operations Unit, Institute of Statistics, University of North Carolina: Chapel Hill, North Carolina, September 1954, foreword. (Mimeographed.)

<sup>4</sup> Ibid., Appendix F, Adult Individual Questionnaire, p. 7.

TABLE A

Homemaking Subjects Desired by North Carolina Homemakers Having Television in 1954*		Homemaking Subject Presented by Commercial Stations in 1950-51**	
Topic	Percent	Topic	Percent
Cooking . . . . .	52	Foods . . . . .	79
Home decoration . . . . .	48	Nutrition . . . . .	58
Child care and guidance . . . . .	46	Household equipment . . . . .	57
Fashions . . . . .	43	Buying . . . . .	52
Making clothes . . . . .	43	Textiles and clothing . . . . .	39
Meal planning . . . . .	36	Home furnishings . . . . .	39
Home remodeling and planning . . . . .	34	Time management and work simplification . . . . .	36
Health and hygiene . . . . .	31	Gardening . . . . .	33
Tips on buying . . . . .	25	Kitchen planning . . . . .	32
Gardening . . . . .	22	Child care . . . . .	31
Canning and preserving . . . . .	22	Grooming . . . . .	30
Money management, budgeting . . . . .	21	Family relations . . . . .	25
Freezing foods . . . . .	19	Home nursing . . . . .	17
Handicrafts . . . . .	18	House planning . . . . .	16
Landscaping . . . . .	16		

\* Adapted from D. C. Horvitz, J. S. Adams, and A. L. Finkner, "The Television Audience in North Carolina," p. 84.

\*\* Adapted from Margaret Lucile McKeegan, Techniques and Problems of Presenting Television Programs, p. 33.

arranged in the order of preference as expressed by the homemakers.<sup>5</sup> Beside this list is one of homemaking topics which were being presented on commercial television homemaking programs in 1951. Margaret Lucile McKeegan compiled this list from 102 questionnaires sent to 68 commercial television stations in 42 cities in the United States.<sup>6</sup>

With the advent of television homemaking programs at the Woman's College of the University of North Carolina, the Housing and Management staff of the School of Home Economics believed there was a need to have an indication of the home furnishing interests of the homemakers.

### Purposes

The purposes of this study were: (1) to identify the home furnishing topics of interest to homemakers in the prospective WUNC-TV audience in Greensboro, and (2) to formulate types of educational programs to meet the home furnishing interests of the homemakers.

To obtain the information concerning the topics of interest to homemakers, an interview schedule was prepared by the author. This schedule included questions concerning both home furnishing topics and the family, its background and the interest and helpfulness of family members in furnishing the home.

The random sample was drawn by the Survey Operations Unit, Institute of Statistics, University of North Carolina.

---

<sup>5</sup> Ibid., p. 83.

<sup>6</sup> Margaret Lucile McKeegan, "Techniques and Problems of Presenting Television Programs." (Unpublished Master's thesis. Iowa State College, Ames, Iowa, 1951), p. 25.



The latest available information on possession of TV was that approximately  $2/3$  of the households in Greensboro had television. It was decided that a sampling unit of 4 TV households would be statistically and economically practical. To obtain an expected of 4 TV households per sampling unit, the expected size of the sampling unit was set at 6 occupied dwelling units. A sample size of 30 sampling units should, therefore, result in about 120 TV households; the difference between 120 and 100 provided allowance for non-responses (not-at-home, refusals, etc.)

The 30 sampling units were drawn at random from the 1950 Census of Housing Block Statistics (H-E 73) listing of occupied dwelling units; the units were numbered in the order drawn. This drawing specified the block or blocks in the Census tracts, each block(s) had a probability of being selected in proportion to its size in terms of number of occupied dwelling units. The number of sampling units in each block(s) was assigned as the quotient of the block size divided by 6; the expected size of the sampling unit.

The sample blocks were then "cruised", by the author, to obtain an up-to-date estimate of the existing number of occupied dwelling units. The location of all dwelling units was placed on sketches of the block(s) and returned to the Survey Operation Unit. Since there were changes in occupancy since 1950 the "cruised" sizes of the sampling units in the sample vary from the expected size of 6. However, this was still only an estimated count of occupied dwelling units; final count was determined at the time of interview. See Appendix, page 63.

The author visited and interviewed 79 homemakers having television sets in Greensboro, North Carolina, in the spring of 1955. In addition to the 79 homemakers interviewed, 8 expressed "no interest", 1 was too deaf

to carry on a successful interview, and 3 homes had only men residing in them. Seventy-eight of the 169 households visited by the author either did not have television or the homemaker was not at home on any one of the three times the household was visited. On the basis of the findings, types of home furnishing television programs have been formulated in an effort to meet the interests of homemakers in Greensboro, North Carolina.

## CHAPTER II

### REVIEW OF LITERATURE

No research was found that deals directly with home furnishing information presented to homemakers on television. The following studies in housing and television and articles concerning home economics and television were of aid to the author in compiling the questionnaire. Several studies were reviewed below which would be of aid in planning home furnishing television programs.

In order to be able to offer the best suggestions to the homemakers concerning the furnishings of the rooms of the house, the uses of the rooms should be determined. In the study, Farm Housing in the South,<sup>1</sup> 1,507 homemakers of owner-operator farms were interviewed to obtain information about present housing conditions and preferences for future housing. A number of room combinations were found to exist.

. . . A room combining the functions and furnishings of living room and bedroom was found in many homes, especially small ones. Some homemakers called this a "living room", others called it a "bedroom." Sixty-nine percent of the 851 families in dwellings of five rooms or less had a room they called a "living room"; of these who had a living room, 41 percent (28 percent to the entire group of 851 families) used it as a sleeping room for one or more family members. About 40 percent of the families in houses of five rooms or less used a bedroom as a family living room or sitting room. Two-thirds of these had no other living room, and the rest used the bedroom as a secondary living room, possibly only in cold weather when it was one of the few heated rooms.<sup>2</sup>

---

<sup>1</sup> Farm Housing in the South. (Southern Cooperative Series Bulletin No. 14. Agricultural Experiment Station, Southern Region, 1952).

<sup>2</sup> Ibid., p. 57.



These findings indicate a need for asking questions as to the use of the rooms in order to use a standard name for combination rooms in the present study.

A similar problem confronted Day in her study of the home activities of preschool children.<sup>3</sup>

. . . The schedule provided a place for the family to indicate the rooms used for eating, sleeping, and "living", when the family was alone and when the family was entertaining company. The enumerator assigned standard names to the rooms according to their use. . . .

Rooms with food preparation as the major function were, of course, the kitchen and kitchen with an eating area. Kitchens with an eating area included kitchen-dining room, kitchen with dining alcove, and kitchen-dining-living room. Rooms with sleeping as the major function included the bedroom, guest bedroom and bedroom social room. . . .<sup>4</sup>

Rooms with social activities as the major function were divided into two classifications: "living," and eating. The rooms classified under "living" included rooms used purely for living--living room, parlor, den, playroom--and rooms used for living and eating, and living and company sleeping. Rooms for which the major function was eating included the dining room, breakfast room and dining room-guest bedroom.

The family sleeping area by definition included all rooms in which family members slept. . . .<sup>5</sup>

The room names worked out by Day served as a guide in compiling the names which were used in the present study.

The furnishings for the home are one of the important interests of most families. This was indicated by the low percentage of persons who

---

<sup>3</sup> Savannah Segreaves Day, "A Study of the Relation Between the Type of House and the Location for the Home Activities of Preschool Children." (Unpublished Master's thesis, The Consolidated University of North Carolina, Greensboro, North Carolina, 1953.)

<sup>4</sup> Ibid., p. 20.

<sup>5</sup> Ibid., p. 23.

failed to answer questions in the 1954 Survey of Home Furnishings conducted by the Department of Art of the University of California in Los Angeles. This study included the results of personal interviews with 2000 young middle income families in Los Angeles. A portion of the study was devoted to the buying habits and preferences of the interviewees. According to the study:

. . . approximately four times as many people buy home furnishings for permanent use as the number of people who buy home furnishings just for the current style changes, fads, whims, or just for change.<sup>6</sup>

Because the people are buying furnishings for permanent use, they need to have as much information about the furnishings as possible when they make their purchases.

The tastes of these families in home furnishings varied, but on some points they showed a large percentage of like opinion. A few of the points on which they agreed follow: (1) 83 percent preferred plain carpeting; (2) 77 percent would not buy furniture that could be used both indoors and outdoors; (3) 76 percent preferred wall to wall carpeting; and (4) 73 percent preferred wool carpeting although in a previous question 66 percent indicated an interest in using synthetic materials in home furnishings.<sup>7</sup> The opinions on other items of home furnishings such as woods, curtains and draperies, window shades, lamps, and pictures were much more varied.

The rooms which were included in the questionnaire were living room, dining room, den, and bedroom.

---

<sup>6</sup> "Home Survey in 1954." The Department of Art, The University of California, Los Angeles. Section I, Comment on question 7. (Mimeographed.)

<sup>7</sup> Ibid., Section II A, questions 30, 32, 33, 34.

. . . Generally speaking for the living room and den the most significant preference shown is for a warm, restful atmosphere in modern furnishings with light woods and subdued colors in upholstery. . . . Stationary sofas are preferred by over half the people. . . . Almost two-thirds prefer chairs which do not match the sofa. . . .<sup>8</sup>

Over three-fourths of the people prefer a regular bedstead or bookcase headboard. . . .<sup>9</sup>

To obtain the background data in the present study questions were selected and adapted and in some cases duplicated from those used in the survey made of the Piedmont area of North Carolina in the spring of 1954 in preparation for the opening of WUNC-TV, the educational television station of the University of North Carolina.

The effective use of television in the presentation of educational information was unfamiliar to the author. In order to be able to recommend workable programs presenting the information desired by the homemakers, several studies made in the effectiveness of television in relating home-making information to the homemaker were consulted. These studies would be of aid in planning home furnishing television programs.

Two studies have been made in the presentation of sewing information. Both studies were made after a series of television programs were presented demonstrating the steps in making a dress.

The first was made by the United States Department of Agriculture with the co-operation of a Washington, D. C., commercial television station.<sup>10</sup> The 251 women interviewed in the Washington study were selected

---

<sup>8</sup> Ibid., Introduction to Section II B.

<sup>9</sup> Ibid., Section II C.

<sup>10</sup> Meredith C. Wilson and Edward O. Moe, Effectiveness of Television in Teaching Sewing Practices, United States Department of Agriculture, Extension Service, Circular 466 (Washington: Government Printing Office, 1951).



at random from the 974 women who called and requested a copy of the United States Department of Agriculture Bulletin Making A Dress At Home.<sup>11</sup>

Three years later Elsie K. Williams made a similar study in co-operation with the educational television station WOI-TV at Iowa State College, Ames, Iowa.<sup>12</sup> Williams' sample was made up of 364 women of the 1831 who had enrolled in the television sewing course before the first program.

Wilson and Moe reported, on the Washington study, that the average "attendance" of women viewing each program was 40 percent of the total audience with 32 percent viewing one to three shows and 59 percent viewing seven to eleven shows.<sup>13</sup>

. . . Household duties caused several times as many women to miss programs as did failure to remember the day and hour the series was scheduled. . . . 7 women in 10 missed programs because they were busy at the time. . . . One woman in six forgot about some of the programs. . . .<sup>14</sup>

Williams reported an average of 70 percent of the women interviewed had viewed a program: 82 percent the first program and 57 percent the last program.<sup>15</sup>

The length of the show in Washington was 12 minutes with eleven shows in this series, and the length of the show in Iowa was 30 minutes, with nine shows in this series. Eighty-four percent of the women

---

<sup>11</sup> Margaret Smith, Making A Dress at Home, United States Department of Agriculture, Farm Bulletin, (Washington: Government Printing Office, Revised 1954.)

<sup>12</sup> Elsie K. Williams, "Effectiveness of Television as a Medium for Clothing Construction." (Unpublished Master's thesis. Iowa State College, Ames, 1953).

<sup>13</sup> Wilson and Moe, op. cit., p. 1.

<sup>14</sup> Ibid.

<sup>15</sup> Williams, op. cit., p. 72.

interviewed in the Washington study expressed a desire for longer programs.<sup>16</sup>

In addition to determining "The effectiveness of television as a medium for teaching clothing construction",<sup>17</sup> Williams desired "To compare the relative effectiveness of the four teaching methods that were used in presenting the series of programs."<sup>18</sup>

The four teaching methods studied were: television instruction alone; television instruction and printed material; television instruction with reminder sent to the viewer; calls and personal help from the county home agents; and a combination of all of the above. Therefore as Williams states, her results could not be compared to the Washington study in which all of the women used printed matter in conjunction with the instruction received from the television programs.<sup>19</sup>

Both studies concluded that printed material in the hands of the audience increased the number of programs viewed and the understanding of the information presented on the programs. The printed material was not mentioned in the shows from Iowa because there was a group who did not receive any of this material. There were more women in this group who did not understand some of the information presented on the program than in any of the other three groups. Not enough consistent aid was given by the county home agents to make a comparison.

---

<sup>16</sup> Wilson and Moe, op. cit., p. 8.

<sup>17</sup> Williams, op. cit., p. 2.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid., p. 10.

Women interviewed in both studies were asked about the sewing they had done as a result of the programs. Wilson and Moe reported:

. . . Almost two-thirds of the women who saw any of the programs worked on a dress, and 1 woman in 3 started and completed a dress between March 21 and May 24. . . .<sup>20</sup>

Williams reported 35.4 percent of the interviewed homemakers had completed a dress during the series.<sup>21</sup> The women interviewed in both studies were very enthusiastic about receiving sewing instructions by television.

It was found, in both studies, that some of the sewing techniques demonstrated on the shows were already known to a number of their viewers.<sup>22,23</sup> A knowledge of the skills of the audience was believed to be of use in planning any future programs. It would serve as a guide for placing and minimizing emphasis on certain processes.<sup>24</sup> As a result of the above observations, a series of questions concerning skills and equipment used in furnishing a home was included in the schedule of the present study.

Another study in the effectiveness of television as a teaching medium was made by Dorothy Jane Mulder in 1954 in co-operation with the educational television station WKAE-TV at Michigan State College.<sup>25</sup> Four, thirty minute, television programs entitled "Understanding Young Children"

---

<sup>20</sup> Wilson and Moe, op. cit., p. 17.

<sup>21</sup> Williams, op. cit., p. 68.

<sup>22</sup> Wilson and Moe, op. cit., p. 9.

<sup>23</sup> Williams, op. cit., p. 69.

<sup>24</sup> Ibid.

<sup>25</sup> Dorothy Jane Mulder, "An Experiment in the Use of Television for Organized Viewing Groups." (Unpublished Master's thesis. Michigan State College, East Lansing, 1954).



were presented once a week. The purpose of the study was to determine the effectiveness of organized television viewing groups on homemakers in teaching home economics subjects. Tests were given to the participants before and after the series.

Due to the limited number completing the television series, it was not possible to carry out a complete analysis of the results of the pre and post tests. A slight increase in the post test mean scores might indicate that some slight gain in knowledge occurred during the television series.<sup>26</sup>

The results from the above studies were encouraging as to the effectiveness of television as a media for home economics information to the homemaker and gave some clues as to ways of making programs effective.

A number of articles have been written for the home economists who are beginning to participate in television. They present a basic understanding of television techniques, terms and helpful suggestions for types of programs. A list can be found in the Appendix, page 78.

A study of techniques and problems of presenting television programs was made by Margaret Lucile McKeegan. Her results were obtained from 102 questionnaires answered by either the person conducting the home-making television program or by someone connected with the show. These questionnaires were sent to commercial stations only and there were 63 stations and 42 cities represented in the study.<sup>27</sup>

Top sources of material for ideas were: past experience with homemakers; releases from advertising agencies; equipment and food manufacturers; television audience; current events and market information

---

<sup>26</sup> Ibid., p. 51.

<sup>27</sup> Margaret Lucile McKeegan, Techniques and Problems of Presenting Television Programs. Unpublished Master's thesis. (Ames, Iowa: Iowa State College, 1951). p. 25, 28.

about supplies and prices.<sup>28</sup> These ideas were presented in one or more of the following four methods: how-to-do demonstration, demonstration only, interview and round table, and drama.<sup>29</sup>

This study of McKeegan's would be an aid in developing program suggestions to meet the expressed interests of the homemakers.

---

<sup>28</sup> Ibid., p. 34.

<sup>29</sup> Ibid., p. 40.

### CHAPTER III

#### ANALYSIS OF DATA

To plan effective educational home furnishing television programs which will meet the interests of the homemakers, information is needed concerning the home, the resources, the experiences and the skills of these homemakers and their families. This information will serve as a guide in planning what home furnishing subjects are needed, how expensive the proposed home furnishing projects should be, the amount and complexity of the work to be done by family members, how detailed the presentation should be, and for whom most of the projects should be directed.

The information presented in this chapter concerning the sample, 79 households having television in Greensboro, North Carolina, has been divided into four sections: personal data, presenting some of the basic indices for groups of people; data on televiewing practices, presenting television history, habits, and desires concerning homemaking shows; ability and experience data, presenting the experiences of the family members in home furnishings and their abilities which might be used in home furnishing; and home furnishing information desired by homemakers concerning rooms in their homes and home furnishings.

#### I. PERSONAL

The personal data consist of the composition of the household, the education and occupation of the head of the household and the homemaker, and the income of the family for the year 1953.



### Composition and Size of Households

The author believed that in most households the number and age of the children would affect the type and amount of home furnishings in the household. For this reason, the data presented in Table I was sorted on the number of children at home and the age of the youngest child. The age of the youngest child was used because it was believed that as long as there was a child in a household, home furnishings would either be selected with the activities of the child considered or the home furnishings would remain the same until the child had reached the age of appreciation of the value and care of these furnishings.

The households in this study fell into three main categories. One-fourth of the households were composed of adults who have no children. This included both young adults who were potential parents and older adults whose children were grown and not living at home, Table I. The main category was adults with youngest child. Almost one-half of the households had a youngest child within the age range of 18 months to 14 years. This group represented the largest potential audience for home-making television programs. Moe and Wilson found that a large portion of their audience were homemakers with young children.<sup>1</sup> The presence of young children in the home made it desirable to be able to receive information at home rather than having to go out of the home. The smallest category was unrelated adults only; 4 percent of the households. In no cases were there any children living in these households.

---

<sup>1</sup> Meredith C. Wilson and Edward O. Moe, Effectiveness of Television in Teaching Sewing Practices, Washington, D. C.: United States Department of Agriculture, Extension Service Circular Number 466, 1951, p. 1.

TABLE I  
COMPOSITION AND SIZE OF HOUSEHOLDS  
(79 households having TV in Greensboro, N. C.)

Household Composition	Number of Children at Home			Total
	None	One or two	Three or more	
(Percent of households)				
No children* . . . . .	24			24
Youngest child:*				
An infant less than 18 months . . . . .		7	9	16
A preschool child 18 months to 5 yr. . . . .		13	10	23
In grade school 6 - 14 yr. . . . .		15	9	24
In high school 15 - 18 yr. . . . .		5	0	5
In college, vocational school or working; more than 18 but living at home . . . . .		4	0	4
Unrelated adults only . . . . .	4			4

\* These households may include unrelated adults as well as family members.

The results of this analysis indicated that the largest group of homemakers who composed the potential audience would need information on home furnishings in which children up to 14 years were recognized to compose part of the household. The next largest group was homemakers who have no children but it included young homemakers who would probably have children in the future.

#### Education of the Head of the Household and the Homemaker

It was believed that the educational level of the potential audience should be known in order to present the home furnishings information effectively. The aid of a man would be helpful in executing some home furnishing projects, therefore educational datum was obtained for the head of the

household as well as the homemaker. Only the amount of formal education received was listed; trade school training was not included. Fifteen of the 79 households were headed by women so that their educational achievements are shown in Table II, under head of household as well as homemaker.

TABLE II  
EDUCATION OF HEAD OF HOUSEHOLD AND HOMEMAKER  
(79 households having TV in Greensboro, N. C.)

Education	Heads of Household	Homemaker
	(Percent)	
No formal education . . . . .	1	0
Completed 1st - 5th grade . . . . .	8	4
Completed 6th - 8th grade . . . . .	21	19
Completed 9th - 11th grade . . . . .	18	22
Completed high school . . . . .	19	19
Completed 1 - 3 years college . . . . .	9	10
Completed 4 years college . . . . .	16	21
Completed more than 4 years college . . . . .	8	5

Fifteen of the women are head of the household as well as homemakers.

Education of the head of the household. The data on the education of the head of the household showed that 21 percent completed 6th-8th grade. This was closely followed by the 19 percent who completed high school. The next largest group, 18 percent, completed 9th-11th grade and the last sizable group, 16 percent, completed four years of college,



(Table II). The average formal educational level of the head of the household fell between completed 9th-11th grade and completed high school.

Education of homemaker. The data on the education of homemakers showed that 19 percent completed 6th-8th grade, 22 percent completed 9th-11th grade, 19 percent completed high school, and 21 percent completed four years of college, Table II. The average educational level of the 79 homemakers was completed high school, which was a little above the level for the heads of the household.

The results of these findings indicate that the homemakers of Greensboro would be able to absorb and use home furnishing information presented on the high school level.

Occupation of Head of Household and Homemaker

The occupations of the head of the household and the homemaker gave an indication of the amount of time and interest that could be used in executing home furnishing improvements in the home by the leading members of the family.

Occupation of head of household. The occupations, given by the homemaker, of the head of the household were arranged into occupational categories. Fifteen, 19 percent, of the heads of the household were women, one of whom was not gainfully employed as shown on Table III.

Over one-fourth, 20 percent, of the heads of the household were managers, officials, or proprietors; 14 percent were service workers, including private households, and 13 percent were professional, technical and kindred workers. Other categories were laborers, except farm and mine, and operative and kindred workers. The occupations listed

TABLE III

## OCCUPATION OF HEAD OF HOUSEHOLD

(79 households having TV in Greensboro, N. C.)

Occupation of head of household	Percent of Households
Professional, technical and kindred workers . . . . .	13
Managers, officials, proprietors . . . . .	28
Clerical and kindred workers . . . . .	6
Sales workers . . . . .	5
Craftsmen, foremen and kindred workers . . . . .	4
Operative and kindred workers . . . . .	8
Service workers, including private households . . . . .	14
Laborers, except farm and mine . . . . .	9
Factory workers, unspecified . . . . .	4
Farming . . . . .	1
Retired . . . . .	2
Unemployed . . . . .	4
Homemaker . . . . .	2

15 women were the head of the household; only two of them were not gainfully employed.

here suggested that a large percentage of the heads of the households were not the type of persons inclined to undertake any major "do-it-yourself" project.

Occupation of homemaker. At the time of this study, it was not uncommon for the homemaker to be gainfully employed outside the home. If a homemaker was employed outside the home, her time which could be

spent on home furnishings was considerably less than that of the homemaker who was in her home all day. She also would not have as much time for viewing television programs. The number of homemakers employed outside the home and the number who were at home all day were evenly divided:

<u>Employment of Homemakers</u>	<u>Percent of Homemakers</u>
Do not have outside paying job	50
Having outside paying job	
Full time . . . . .	45
Part time . . . . .	5

With 50 percent of the homemakers employed outside the home there was a need for presenting home furnishing suggestions which would be effective but take a small amount of time to execute, as well as home furnishing suggestions which take a larger amount of time to complete.

The main occupational categories for the homemaker were: homemaker, 50 percent; clerical and kindred workers, 14 percent; service workers including private household, 10 percent; operative and kindred workers, 10 percent; and professional workers, 9 percent, Table IV. The outside-the-home occupations were the type which had regular working hours. However, most of the operative and kindred workers were employed in textile mills and their working shifts were changeable. The large interest in viewing home furnishing programs in the late afternoon and early evening, as shown in Table VIII, page 29, was not unusual with 50 percent of the homemakers working outside the home.

#### Family Income in 1953.

Of course, any home furnishing project costs money, but the projects could vary in cost from almost nothing to thousands of dollars. The



TABLE IV  
OCCUPATION OF HOMEMAKER  
(79 households having TV in Greensboro, N. C.)

Occupation of Homemaker	Percent of Households
Homemaker . . . . .	50
Professional, technical and kindred workers . . . . .	9
Craftsmen, foremen, and kindred workers . . . . .	2
Managers, officials, proprietors . . . . .	4
Operative and kindred workers . . . . .	10
Clerical and kindred workers . . . . .	14
Service workers, including private household . . . . .	10

information on the total family annual income would serve as a guide in planning the cost of the suggested home furnishing projects.

The largest percentage of the families, 41 percent, received an annual income of \$2000 - 3999. The median annual income for the 79 families was \$4000 - 4999. Only 10 percent of the homemakers did not give any answer to the request for this information and in most of the cases lack of knowledge was the reason, Table V.

## II. TELEVIEWING PRACTICES

Since the medium of television was to be used in bringing the home furnishing information to the homemakers, it was desirable to know something of the television history of the homemakers and their preferences concerning home furnishing and homemaking programs. Homemaking programs

TABLE V

## FAMILY INCOME IN 1953

(79 households having TV in Greensboro, N. C.)

Family Income	Percent of Households
Less than \$1000 . . . . .	4
\$1000 - 1999 . . . . .	5
\$2000 - 2999 . . . . .	18
\$3000 - 3999 . . . . .	23
\$4000 - 4999 . . . . .	14
\$5000 - 5999 . . . . .	14
\$6000 and over . . . . .	12
No answer* . . . . .	10

\*Most of these homemakers did not know their family income for 1953.

are presented for the benefit of the homemaker and they will be received more eagerly if the shows are planned to suit the homemaker. This planning includes time of day as well as subject matter.

#### Television History

The television history data included the length of time the household had had a television set and the homemaking television watched by the homemakers.

Length of TV ownership. The datum concerning the length of TV ownership was important because it would give an indication of how long the homemaker had had to form her viewing habits. According to the

interviewer's observations, the homemakers who had had a television set in their home for more than a year expressed definite viewing habits. The homemakers who had had a television set in their home less than a year were more inclined to experiment with the different channels available to them.

The largest percentage of homemakers had had television from one to five years: 44 percent, 1-3 years; 34 percent, 3-5 years. A local commercial television station, WFMY-TV, came into existence 3-5 years prior to the time of these interviews. Only 13 percent had acquired television sets during the year preceding the spring of 1955, Table VI. This type of potential audience would demand interesting, informative and entertaining programs to draw them away from their time proven and familiar programs.

TABLE VI

## LENGTH OF TV OWNERSHIP

(79 households with TV sets in Greensboro, N. C.)

Length of Ownership	Percent of Households
Less than 3 months . . . . .	4
3 - 6 months . . . . .	4
6 mo. - 1 year . . . . .	5
1 - 3 years . . . . .	44
3 - 5 years . . . . .	34
Over 6 years . . . . .	9



Homemaking programs viewed by homemakers. The homemakers were asked if they viewed any of a prepared list of homemaking television programs. These programs were presented either by the local commercial television station, commercial television stations in the surrounding cities, or the educational television station of the University of North Carolina, see Table VII.

Two of the three homemaking programs presented on the local station were the only programs which had a sizable audience. "What's Cooking Today" had been on the air 19 months in the spring of 1955. The show originated in Greensboro and was presented at 1:00 p.m. Twenty percent of the homemakers watched the show regularly, 38 percent watched the show frequently, and 42 percent did not watch the show at all. It must be remembered that 45 percent of the homemakers had full time outside paying jobs. "Cook Book" had been on the air 18 months in the spring of 1955. The show was a network show and was presented at 3:00 p.m. Six percent of the homemakers watched the show regularly, 9 percent watched the show frequently, and 85 percent did not watch the show at all. The Durham, WTVD, and Chapel Hill, WUNC-TV, stations required a rotary antenna to bring in the television programs and most of the homemakers did not have a rotary antenna. This was one of the main reasons for the small percent of homemakers viewing the homemaking programs originating from these stations.

Even though foods was one of the preferred homemaking subjects, see Table IX, page 31, the two programs dealing with food preparation did not draw all the potential audience. Most of the homemaking programs were presented too early in the afternoon for the women working outside the home. Many of the women who watched a show regularly felt as if they were

TABLE VII

HOMEMAKING PROGRAMS VIEWED BY HOMEMAKERS BY LENGTH OF TIME PROGRAM HAS BEEN  
ON AIR AND LENGTH OF TV OWNERSHIP

(79 homemakers having TV in Greensboro, N. C.)

Programs	City	Distance from G'boro.	Length of time on the air	Time of Day	Percent of Homemakers Length of time family has owned TV						Frequency of Viewing <sup>1</sup>		
					Less than 3 months	3 - 6 months	6 months- 1 year	1 - 3 yrs.	3 - 5 yrs.	Over 5 years	Regularly	Frequently	Not at all
What's Cooking Today													
WFMY-TV . . . . .	Greensboro	City	19 mos.	1:00 p.m.	3	2	5	24	19	5	20	38	42
Cook Book													
WFMY-TV . . . . .	Greensboro	City	18 mos.	3:00 p.m.	0	0	1	9	3	2	6	9	85
Home	Winston-												
WSJS-TV . . . . .	Salem	22 miles	14 mos. (NBC) 8 mos.*	11:00 a.m.	0	0	1	2	4	0	1	6	93
Betty Brown Show	Winston-												
WSJS-TV . . . . .	Salem	22 miles	8 mos.	1:45 p.m.	0	0	1	1	4	0	2	4	94
Open House**													
WFMY-TV . . . . .	Greensboro	City	52 mos.	4:30 p.m.	0	0	0	2	1	1	0	4	96
Today's Homemaker													
WUNC-TV . . . . .	Chapel Hill	39 miles	4 mos.	3:30 p.m.	0	0	1	0	1	1	1	2	97
Home Cooking													
WTVD-TV . . . . .	Durham	53 miles	9 mos.	1:30 p.m.	0	0	0	0	1	0	0	1	99

<sup>1</sup> Some homemakers viewed more than one homemaking program.

\* WSJS-TV did not carry "Home" for its first 6 months.

\*\* "Open House" went off the air April 22, 1955.

a personal friend of the home economist who presented the show so that a certain loyalty to established programs was prevalent. These factors should be considered when planning the schedule for a new program.

#### Expressed Preferences for Time of Day and Type of Homemaking TV Programs

The preferred time of day for a homemaking television program varied with each homemaker according to her commitments outside the home and her schedule in the home. It would be impossible to present a program at an hour suitable to all homemakers, but the author desired to know the most convenient time for the majority of the homemakers. The type of homemaking TV programs which would be most interesting was asked of each homemaker to ascertain the position of home furnishings in their interest rating of homemaking subjects.

Time of day. Each homemaker was asked, "Would a program on home decoration be more convenient for you and/or your family if presented in the morning, afternoon, or evening?" She would state which was most convenient, for example, the afternoon. Then the investigator asked for the second and third choice.

The evening was the time most frequently preferred as shown below:

<u>Period of Day</u>	<u>Percent of Homemakers</u>
Evening . . . . .	43
Afternoon . . . . .	30
Morning . . . . .	25
No Answer . . . . .	2

After having noted the choices of the periods of the day, the investigator asked the homemaker what would be the most convenient time during each of



the three periods of the day. Their preferences for each period of the day were listed under the period of the day that was their first choice, Table VIII.

The morning hour which was preferred by all three groups was 10 to 11 o'clock with the hour from 9 to 10 o'clock a little more favored by the homemakers who chose the morning period as most convenient. The only hour in the afternoon for which a definite preference was shown was 3 to 4 o'clock. The preference was indicated by the group of homemakers who chose the afternoon period as most convenient. The other groups ranged in time preference through all the afternoon hours. The two evening hours preferred were 7 to 8 o'clock and 8 to 9 o'clock with the former a little more preferred than the latter.

The evening was not the period usually thought of as being the best time for a homemaking show because the heads of the household as well as the homemaker were usually at home in the evenings ready to watch television. This indicated a need for careful planning of the format of a home furnishing show to be presented during the evening, so the heads of the households as well as the homemakers would be interested.

Type of homemaking TV programs. In the survey made by the University of North Carolina in preparation for the opening of WUNC-TV, a list of homemaking topics were included and ranked in the order of interest as expressed by the female adults interviewed. Home decoration was second, after cooking, with 48 percent.<sup>2</sup> The list used in the above mentioned

---

<sup>2</sup> D. C. Horvitz, J. S. Adams, and A. L. Finkner, "The Television Audience in North Carolina," Preliminary Report, Part I. Households and Adults Residing Within One-Hundred Miles of the WUNC-TV Transmission Tower. Survey Operations Unit, Institute of Statistics, University of North Carolina: Chapel Hill, North Carolina, September 1954, p. 84.

TABLE VIII

TIME OF DAY HOME FURNISHINGS PROGRAM WOULD BE MOST CONVENIENT

(79 households having TV in Greensboro, N. C.)

Time of Day	When morning first choice			When afternoon first choice			When evening first choice		
	Morn- ing	After- noon	Even- ing	Morn- ing	After- noon	Even- ing	Morn- ing	After- noon	Even- ing
(Percent of homemakers who prefer given hour)									
7:00 - 8:00 a.m.							1		
8:00 - 9:00							1		
9:00 - 10:00	13			6			3		
10:00 - 11:00	11			13			13		
11:00 - 12:00	1			5			0		
12:00 - 1:00 p.m.		4			0			0	
1:00 - 2:00		5			0			4	
2:00 - 3:00		5			7			6	
3:00 - 4:00		6			13			4	
4:00 - 5:00		3			5			6	
5:00 - 6:00		1			5			2	
6:00 - 7:00			4			1			9
7:00 - 8:00			5			19			21
8:00 - 9:00			13			6			11
9:00 - 10:00			1			1			2
10:00 - 11:00			1			0			0
11:00 - 12:00			1			0			0
Total	25*	24	25	24	30*	27	18	22	43*

\* All the homemakers stated a choice of hour during their preferred period of the day. Some did not state a choice of hour for the other two periods of the day.

survey was not as full as was desired for the present study so the same question was used with a more detailed list handed to the homemaker, (Appendix, Schedule p. 2, p. 68). The topics appeared in a random order on the card for the interview. They have been organized into six major groups in Table IX, for ease in reading. Child Development and family relationships were not broken down into categories as were the other areas. Most of the homemakers expressed an interest in more than one topic and some selected a large number of them.

Child Development was the topic in which more than half of the homemakers were interested. Table I, page 17, shows that 63 percent of the households have a youngest child between the age of an infant and 14 years. The next topic that received most indicated interest was meal planning, 44 percent. Home furnishings was third with 43 percent. The next three topics following the order of expressed interest were: Making clothes, 42 percent; Cooking, 38 percent; and Tips on buying, 38 percent. All of the major fields of home economics were represented in the six topics which received the highest percentage of indicated interest by the homemakers.

### III. ABILITIES AND EXPERIENCE DATA

Some home furnishing projects require a number of abilities on the part of the person who is executing such a project. The author believed that the experience the family members had had would help determine how skillfully they could use these abilities in furnishing and decorating the home. The data, on the abilities and experiences of the family members, would serve as a guide in planning how detailed the



TABLE IX

## TYPE OF HOMEMAKING TV PROGRAM HOMEMAKERS WOULD BE INTERESTED IN VIEWING

(79 homemakers having TV in Greensboro, N. C.)

Type of Homemaking TV Program Homemaker Would be Interested in Viewing	Percent of Homemakers
Clothing and Textiles	
Making Clothes . . . . .	42
Clothing Selection . . . . .	32
Fashions . . . . .	15
Fabrics . . . . .	11
Child Development . . . . .	56
Family Relationships . . . . .	25
Food and Nutrition	
Meal Planning . . . . .	44
Cooking . . . . .	38
Canning and Preserving . . . . .	20
Food Buying . . . . .	13
Housing	
Home Furnishings . . . . .	43
Making Home Furnishings . . . . .	24
Remodeling the House . . . . .	23
Planning the House . . . . .	18
Selection of Household Equipment . . . . .	9
Storage . . . . .	5
Use and Care of Household Equipment . . . . .	4
Management	
Tips on Buying . . . . .	38
Money Management . . . . .	28
Time and Energy Management . . . . .	13
Laundry . . . . .	10
General	
Health and Hygiene . . . . .	23
Entertaining . . . . .	20
Gardening . . . . .	19
Recreation . . . . .	15
Handicrafts . . . . .	14

Homemakers selected the programs which were most interesting to her.

instructions should be for executing suggested home furnishing projects.

#### Persons Who Helped Plan Home Furnishings

The ideas for furnishing a home may come from many different sources. The author decided to try to find only how many persons aided the homemaker in planning the furnishings for her home. The purpose was to find out if most of the homemakers did all of the planning for their home furnishings, if a large number of them received aid from family members, or if a large number of the homemakers received aid from friends, neighbors, or professional persons.

In the first 14 interviews, each homemaker was asked "Did anyone help you in planning the furnishings for your home?" Each of these homemakers answered "no". At the end of the first 14 interviews, it was noted that the wording of the question was not getting the desired response. The question was reworded for the remainder of the interviews to "Who helped you . . . ?". This opening indicated that the investigator assumed some other persons helped the homemaker. This rewording of the question brought forth the desired response.

A little more than one-third, 35 percent, of the homemakers stated that no one helped them with the planning of the furnishings for their home, Table X. The husband was the most influential member of the family, 48 percent of the homemakers acknowledged the aid of their husbands. Fourteen percent of the homemakers acknowledged that aid was received from their children. Little help was received or was recognized from relatives, friends, or professional personnel.

Home furnishing information is needed by the family as well as the homemaker since the family members give the largest percentage of help to

TABLE X

PERSONS WHO HELPED HOMEMAKERS PLAN FURNISHINGS  
FOR THE HOME

(79 households having TV in Greensboro, N. C.)

Persons who helped plan home furnishings	Percent of families
No one . . . . .	35
Husband . . . . .	43
Children . . . . .	14
Relatives . . . . .	8
Friends . . . . .	3
Home Economics Teacher . . . . .	1
Decorator . . . . .	5
Clerks . . . . .	3

Some families received aid in planning the furnishings for their home from more than one source.

Changed the wording of the question from "Did anyone help you" to "who helped." This was done after record number 14.

the homemaker in planning the furnishings for the home. Television is one medium which reaches all the family. This is another indication of the necessity for programs planned to be of interest to the other members of the family as well as the homemaker.

The author believed that with the advancement in age of the children, the homemaker would begin to receive aid in home furnishings from the children. The author also wanted to know if the aid of the husband diminished as the family matured. Of the 19 families who had no children, 58 percent received no aid from their husbands while 42 percent were aided



by their husbands, Table XI. Sixty-one percent of the homemakers having a child less than 18 months of age received aid from their husbands and 23 percent received aid from both their husbands and older children. Only 25 percent of the homemakers having a youngest child 15 to 18 years of age, received aid from their husbands. The interest or acknowledged aid of the husbands did decrease as the family matured. The acknowledged aid of children was not affected by the maturing of the family.

With emphasis on family living and planning, the data showed that home furnishings was a field of interest which must be kept before the family members in order to prevent lagging interest.

#### Abilities and Experiences of Family Members

The author wished to get an indication of the abilities and experiences of all the family members which could be used in furnishing and decorating the home. A list of skills and experiences was compiled and the homemaker was questioned about them. The question concerning skills was worded so that the homemaker could list the skills of her family members including herself, see question 7, page 4 of the schedule in the Appendix. A large number of the homemakers could not name any skills, but when questioned directly on the listed skills of the schedule, most of them found one or two of the listed skills could be attributed to persons in their household. The homemaker also was asked how much the sewing and carpentry skills were used by the persons who had acquired them in order to classify these skills. Some examples of the work done with the sewing and painting skills were requested. This information would serve as a guide in the planning of instructions the viewer would need to execute suggested home furnishing projects.

TABLE XI

## FAMILY MEMBERS WHO HELPED HOMEMAKERS PLAN FURNISHINGS FOR THE HOME BY TYPE OF FAMILY

(79 households having TV in Greensboro, N. C.)

Type of Family	Number of Homemakers	Help Received from Family Members			
		None	Husband	Children	Husband and Children
(Percent of Homemakers)					
Adults who have no children . . . . .	19	58 <sup>a</sup>	42	--	--
Adults with youngest child:					
Less than 18 months . . . . .	13	8	61	8	23
18 months to 5 years . . . . .	18	50	44	0	6
6 years to 14 years . . . . .	19	53 <sup>b</sup>	26	5	16
15 years to 18 years . . . . .	4	75	25	0	0
More than 18 but living at home . . . . .	3	33	34	33	0
Unrelated adults only . . . . .	3	100 <sup>c</sup>	--	--	--

<sup>a</sup> 2 of the homemakers received aid from unrelated adults. One homemaker received aid from a child which was no longer living at home.

<sup>b</sup> 2 received aid from unrelated adults.

<sup>c</sup> Two of the three households of the unrelated adults received aid from a professional decorator.

In 24 percent of the households, no one could sew. The remainder of the households, 76 percent, varied in the persons with sewing ability and how much sewing was done by these persons. In these households, the homemaker usually could sew, see Table XII. The making of curtains and

TABLE XII

ABILITIES AND EXPERIENCES OF FAMILY MEMBERS THAT COULD BE USED  
IN DECORATING OR FURNISHING A HOME

(79 households having TV in Greensboro, N. C.)

Abilities	Home- maker	Husband	Children	Other adult	All
(Percent of households)					
Could Sew					
A great deal . . . . .	15	0	0	0	
A moderate amount . . . . .	25	0	3	3	
A little . . . . .	34	0	8	1	24
None . . . . .					
Had made curtains . . . . .	51	0	0	4	
Had made slip covers . . . . .	19	0	0	1	
Could do Carpentry Work					
A great deal . . . . .	0	3	0	0	
A moderate amount . . . . .	3	6	1	0	
A little . . . . .	5	30	5	0	53
None . . . . .					
Could Paint . . . . .	61	49	9	4	23
Could not Paint . . . . .					
Had Painted					
Furniture . . . . .	47	34	4	3	
Walls . . . . .	44	41	3	5	
Other <sup>1</sup> . . . . .	11	11	1	0	
Had Refinished Furniture . . . . .	16	14	0	0	
Other <sup>2</sup> . . . . .	5	3	1	0	

<sup>1</sup> Included in this list were outside painting, floors, woodwork, pictures, etc.

<sup>2</sup> Included in this list were needlework, flower arranging, electrical, upholstery, etc.



slip covers were the two items which the author believed would indicate the experience that could be of use in furnishing or decorating the home. Fifty-one percent of the homemakers had made curtains and 19 percent had made slip covers. A few of the other members of the family had done some sewing and made curtains and slip covers.

Many times home furnishing projects call for some carpentry work. The homemaker was asked who had the skill and the amount of carpentry work done by that person. Over one-half of the households had no family member with any carpentry skills. In the households which had the skill represented, the husband who did a "little" made up the largest portion of the group. It would seem therefore, that in selecting and demonstrating home furnishing projects using carpentry, the skills required must be simple and the operations completely explained. More complicated carpentry projects could be introduced later in the series after the audience has gained interest and skill.

One of the cheapest, quickest and easiest ways to decorate a home is by the use of paint. With this thought in mind, the homemakers were asked who in their family could paint and what had they painted. Less than one-fourth of the households had no family members who could paint. In the households with family members who could paint, the homemaker ranked first, followed by the husband and then other family members, Table XII, page 36. Furniture and walls were the items most frequently listed with a few homemakers mentioning outside painting, floors, woodwork, and pictures. Because of this high percentage of experienced painters in the audience, more time could be spent in presenting new painting products and ideas for the use of paint.

The refinishing of furniture is a task which requires time and skill. Sixteen percent of the homemakers and 14 percent of the husbands

had done some refinishing of furniture. It would seem that this skill is one that needs to be presented to the homemakers and husbands, for, while it does require time and ability, it is a skill which greatly aids in stretching the home furnishing budget.

Several of the homemakers listed other abilities of their family members. Included in the list were needlework, flower arrangement, electrical repair, and upholstery. However, the percentage of family members having these abilities was so negligible that complete instructions for any project involving the above skills would be needed.

#### Availability of Equipment or Facilities

The author believed that the availability of the equipment or facilities, necessary to or aiding in the execution of the various tasks in decorating the home, would affect the readiness of the family members to carry out the suggestions given on a home furnishing television program. The schedule included a question concerning the availability of equipment or facilities to the family members that could be used in home furnishing projects.

The sewing machine, while not necessary to all sewing projects, greatly aids in sewing for the home. Of the 31 homemakers who sewed a "little", 66 percent of them owned a sewing machine and 22 percent of them had the use of a sewing machine. Table XIII shows that as the sewing ability and experience increased, the ownership of sewing machines increased. Some of the homemakers who indicated that family members had made curtains or slip covers also stated that they did not have the use of a sewing machine. This sewing had been done in the past when they either owned a sewing machine or had the use of one. The majority of the homemakers either owned a machine or had the use of one, therefore, sewing

TABLE XIII

ABILITIES AND EXPERIENCES IN HOUSEHOLD BY AVAILABILITY OF SEWING MACHINE  
THAT COULD BE USED IN DECORATING OR FURNISHING A HOME

(79 households having TV in Greensboro, N. C.)

Abilities and Experiences	Number of households who have ability or experience	Availability of Sewing Machine		
		Have equipment	Have use of equipment	Do not have or have use of equipment
(Percent of households)				
Sew				
A great deal . . . . .	12	92	0	8
A moderate amount . . . . .	21	76	14	10
A little . . . . .	31	66	22	10
None . . . . .	12	25	8	67
Made curtains . . . . .	41	81	12	7
Made slip covers . . . . .	15	87	0	13

projects for the home requiring a machine should be acceptable to the homemaker. One aim should be to make some of the sewing projects simple enough to bring into use the machines owned by non-sewers.

The availability of manual carpentry tools, power tools and a work shop was ascertained from each homemaker. All three of these categories of equipment were applied by availability of the carpentry abilities and experiences of the family members. With the exception of the households who had no family member with carpentry experience, all of the homes had some manual carpentry tools. The ownership or access to power tools increased with the increase of ability and experience as shown on Table XIV. The increased ownership or access to a workshop was similar to that of power tools with the exception of the households with family members of a moderate amount of abilities and experiences. None of these families owned a work shop. This information indicates that projects requiring a minimum of power tools and no work shop would be more suitable to the equipment and facilities of a large number of households.

The ownership or access to a work shop was applied to the painting, refinishing of furniture, and other abilities and experiences. A very small percentage of the households with these abilities or experiences owned a work shop and a slightly larger percentage had the use of a work shop. Therefore, it would seem that programs which present projects requiring the use of these abilities and experiences might well include ideas for using the home as a work shop in the least upsetting manner.



TABLE XIV

ABILITIES AND EXPERIENCES OF FAMILY MEMBERS IN HOUSEHOLD BY AVAILABILITY OF EQUIPMENT  
OR FACILITIES THAT COULD BE USED IN DECORATING OR FURNISHING A HOME

(79 households having TV in Greensboro, N. C.)

Abilities and Experiences	Number of households who have ability or experience	Availability of Equipment or Facilities								
		Manual carpentry tools			Power Tools			Work Shop		
		Have Equipment	Have use of Equipment	Do not have or have use of Equipment	Have Equipment	Have use of Equipment	Do not have or have use of Equipment	Have Equipment	Have use of Equipment	Do not have or have use of Equipment
(Percent of households in which family members had given level of ability)										
Carpentry work										
A great deal . . . . .	3	100	0	0	100	0	0	67	0	33
A moderate amount . . . . .	8	100	0	0	38	50	12	0	25	75
A little . . . . .	31	100	0	0	13	29	58	7	19	74
None . . . . .	35	77	6	17	0	6	94	0	6	94
Can paint . . . . .	68	--	--	--	--	--	--	6	12	82
Cannot paint . . . . .	11	--	--	--	--	--	--	0	0	100
Has Painted										
Furniture . . . . .	49	--	--	--	--	--	--	6	14	80
Walls . . . . .	55	--	--	--	--	--	--	7	11	82
Other . . . . .	17	--	--	--	--	--	--	0	18	82
Refinished furniture . . . . .	18	--	--	--	--	--	--	0	17	83
Other . . . . .	7	--	--	--	--	--	--	0	38	62

#### IV. HOME FURNISHINGS INFORMATION DESIRED BY HOMEMAKERS

The information on home furnishings desired by the homemakers has been presented in three units: the rooms, named according to function, on which the homemaker wanted suggestions; the specific information desired concerning each room; and the specific information desired about furnishing items, such as furniture, curtains, and pictures.

There are many factors which determine the interest and understanding of the audience of a home furnishing television show. Education, size of family, income, the house in which they live, abilities and experience, and social demands are some of these factors. A small amount of information was ascertained on these factors from each of the families and has been presented in this thesis. Because it was necessary to limit this problem, the last two units in this chapter have been sorted only on the amount of education of the homemaker. The author believed that when planning a television program, it would be valuable to know the amount of education of the potential audience so that the information could be presented on a level which is understandable and interesting to the viewers. The author believed that this knowledge was vital to the success of any home furnishing program.

##### Rooms for Which Suggestions Were Desired

The rooms in the homes of the homemakers were classified according to function rather than by the name the homemaker gave them. This was done in order to obtain information regarding the problems the homemakers had encountered in selecting and making furnishings for the rooms.

Several of the rooms and room combinations appeared more often than did others. The bedroom, a room used only for sleeping, was found in 97

percent of the homes, the kitchen-dining room in 61 percent of the homes, and the everyday living room in 54 percent of the homes. No other room or room combination was found in more than one third of the homes, see Table XV.

The homemaker was asked not only what rooms she had in her home and their function but she also was asked for which rooms she wanted furnishing suggestions. The rooms which were named most often were the social rooms. An equal percentage, 63 percent, of the homemakers who had the everyday living room and social-guest bedroom wanted suggestions for them. The living room (parlor) and the bedroom-social room were the rooms on which 50 percent of the homemakers, who had them, wanted suggestions, see Table XVII. An appreciable number of the homemakers wanted suggestions for the bedroom and the kitchen-dining room.

Home furnishing programs which include information for furnishing social rooms were more desired by the homemakers and could be planned to come first in a series of home furnishing programs. When the potential audience has become familiar and loyal to the series, other rooms could be discussed. Of course, the relation of an idea to the other rooms in the house should be made whenever possible.

#### Information Desired by Homemakers for Rooms

As an aid in planning home furnishing television programs, the homemakers were asked to name: the rooms on which they would like suggestions, and what information they would like to receive about each room. To help the homemaker in answering these questions, a list of rooms and a list of topics which could be applied to any room she had in her home or that she planned to have in a future home were handed to her on two separate cards during the interview, see Questionnaire, p. 5 of Appendix, p. 71. She was

TABLE XV

## ROOMS IN THE HOUSE AND ROOMS FOR WHICH HOMEMAKERS DESIRE SUGGESTIONS

(79 households having TV in Greensboro, N. C.)

Rooms	Homes which have the room		Homemakers who have the room and desire suggestions	
	Number	Percent	Number	Percent
Living room (parlor) - used only for entertaining callers and friends . . . . .	10	13	5	50
Everyday living room - used by family . . . . .	43	54	27	63
Living-dining room . . . . .	5	6	1	20
Dining room . . . . .	24	30	2	8
Kitchen-dining room . . . . .	48	61	11	21
Kitchen . . . . .	27	34	2	7
Kitchen-Social room . . . . .	4	5	0	0
Bedroom . . . . .	77	97	21	27
Bedroom-social room - a bedroom used also for living and/or eating . . . . .	8	10	4	50
Social room-guest bedroom - (living room, dining room, den used for company sleeping) . . . . .	16	20	10	63
Den - room for quiet, untidy activities . . . . .	15	19	5	33
Activity room - used for more vigorous and untidy activi- ties . . . . .	1	1	1	1
Utility room . . . . .	9	11	0	0
Bathroom . . . . .				
Other				
Breakfast room, reception hall . . . . .	3	4	1	1



then asked what she would like to know about the rooms in which she had indicated an interest. The interviewer observed that in most cases the cards were used by the homemaker as a guide in wording the request for information, as was intended, but that she was selective of the items listed and usually had specific cases of such a need in her home which she cited. In some cases the homemaker did not know what information she desired.

The everyday living room had the highest percentage of expressed topics of interest, followed by the bedroom. How to arrange furniture in these rooms was the topic most desired by the homemakers. How to better use what is on hand and how to choose a color scheme were second and third in expressed interest for the everyday living room and in reverse order for the bedroom.

With elementary education. The homemakers with an elementary education showed little interest in specific informational topics for rooms. Of the 19 homemakers in this group, 28 percent desired no information for rooms. The largest group, 16 percent, desired information on how to make better use of what is on hand for the everyday living room, see Table XVI.

With high school education. In the group of 32 homemakers with a high school education, only 3 percent desired no information for rooms. The everyday living room, again, received the highest percentage of expressed interest. Information on how to: choose color schemes; better use what is on hand; arrange furnishings; and choose furnishings were the most desired topics for the everyday living room. The bedroom received the second highest percentage of expressed interest with the same topics being desired for this room that were desired for the everyday living room. The kitchen-dining

TABLE XVI  
 INFORMATION FOR ROOMS DESIRED BY HOMEMAKERS  
 (18 homemakers having TV in Greensboro, N. C.)  
 With Elementary Education

Information Desired for Present or Future Homes	R O O M S												
	Living room (parlor)	Everyday living room	Living- dining room	Dining room	Kitchen- dining room	Kitchen	Bedroom	Bedroom- social room	Social room- Guest bedroom	Den	Activity room	Utility room	Other
	(Percent of Homemakers)												
Better use what is on hand . . .	0	17*	0	0	6*	6*	11*	6	0	0	0	0	0
Choose color schemes . . . . .	11	6*	0	0	0	0	6	6	0	0	0	0	6
Arrange furnishings . . . . .	6	11	0	0	0	0	0	6	0	6	0	0	6
Choose furnishings . . . . .	11	6	0	6*	0	0	6*	0	0	0	0	0	0
Plan more adequate storage . . .	0	11	0	6*	6*	0	11*	6	0	0	0	0	6
Use rooms for more than one purpose . . . . .	0	6	0	0	0	0	0	6	0	0	0	0	0
Remodel . . . . .	0	6	0	0	0	0	6	11	6	0	0	0	0
Other . . . . .	0	0	0	0	0	0	0	0	0	0	0	0	0

Twenty-eight percent of the homemakers with elementary education desired no information on rooms.  
 \* Future rooms included.

room was the next room of interest to this group of homemakers and the topic most desired in relation to this room was information on how to plan more adequate storage, see Table XVII.

With college education. The group of homemakers with a college education numbered 28. A slightly larger percentage of them, 4 percent, desired no information for rooms compared to the 3 percent of the homemakers with a high school education. The rooms for which they most desired information were the bedroom, everyday living room, kitchen-dining room and den in descending order. The topics most desired were how to: arrange furnishings; choose color schemes; better use what is on hand; choose furnishings; and plan more adequate storage as applied to the above list of rooms, see Table XVIII, p. 49.

It would seem that the conclusion drawn as a result of the education of the homemaker data, see Table II, p. 18, remain unaffected. Programs which are presented on the high school level should not be too difficult for the homemakers with an elementary education, and would be able to hold the interest of the other groups which indicated a greater desire for home furnishing information.

#### Information about Furnishings Desired by Homemakers

The homemaker was asked the information that she desired about furnishings after securing the answers on rooms. This was done so that the furniture problems might be easily recalled as a result of having discussed the room problems. Two cards were given to the homemaker, one listing some main divisions of furnishing items and the other listing topics which could be applied to the list of furnishing items, see Appendix, Schedule p. 6, page 72 .

TABLE XVII

## INFORMATION FOR ROOMS DESIRED BY HOMEMAKERS

(32 homemakers having TV in Greensboro, N. C.)

With High School Education

Information Desired for Present or Future Homes	R O O M S												
	Living room (parlor)	Everyday living room	Living- dining room	Dining room	Kitchen- dining room	Kitchen	Bedroom	Bedroom- social room	Social room- Guest bedroom	Den	Activity room	Utility room	Other
	(Percent of Homemakers)												
Better use what is on hand . .	3	31*	0	0	6	3*	16*	3	3	9*	0	0	16*
Choose color schemes . . . . .	3	44*	0	0	9*	3*	22*	3	3	9*	3*	0	9
Arrange furnishings . . . . .	3	41*	0	0	12*	3*	25*	9	3	9*	0	0	6
Choose furnishings . . . . .	0	19*	0	0	9*	0	16*	6	3	6*	3*	0	0
Plan more adequate storage . .	3	9*	0	0	16*	0	12.5	6	3	6*	0	0	12
Use rooms for more than one purpose . . . . .	0	12*	0	0	9	3*	16*	6	3	6*	0	0	3
Remodel . . . . .	0	0	0	0	6	0	3	3	3	3	0	0	3
Other . . . . .	0	0	0	0	0	0	0	0	0	0	0	0	0

Three percent of the homemakers with high school education desired no information on rooms.

\* Future rooms included.



TABLE XVIII

## INFORMATION FOR ROOMS DESIRED BY HOMEMAKERS

(28 homemakers having TV in Greensboro, N. C.)

With College Education

Information Desired for Present or Future Homes	R O O M S												
	Living room (parlor)	Everyday living room	Living- dining room	Dining room	Kitchen- dining room	Kitchen	Bedroom	Bedroom- social room	Social room- Guest bedroom	Den	Activity room	Utility room	Other
	(Percent of Homemakers)												
Better use what is on hand	4	25*	7*	11*	18*	11*	25*	0	7	11*	7*	4*	4
Choose color schemes . . .	7	29*	4	11*	11*	11*	25*	0	4	14*	7*	4*	4*
Arrange furnishings . . .	4	29*	4*	7*	14*	7*	29*	4	0	18*	7*	4*	4
Choose furnishings . . . .	4	14*	4*	7*	11*	4	18*	0	4	11*	4*	0	4*
Plan more adequate storage	0	18*	0	4	14*	4	21*	0	4	7*	4*	0	4*
Use rooms for more than one purpose . . . . .	0	7	4	0	7	4	7	0	4	7*	0	0	4*
Remodel . . . . .	4	11	0	4	0	4	0	0	0	0	0	0	0
Other . . . . .	0	0	0	0	0	0	0	0	0	0	0	0	0

Four percent of the homemakers with college education desired no information on rooms.

\* Future rooms included.

Some of the homemakers mentioned specific problems which are noted here as ideas for content of home furnishing television programs. The questions on curtains and draperies were: what are the best kind for the living room; what to do with a large window; how to get tie back curtains to hang correctly; what about color; and how to get good ventilation while using curtains. These problems were mentioned about tables: how many end tables should be used in a room; what kind of table is good for a nursery; and what size coffee table is best. Lamps and lighting presented these problems to some homemakers: where to put lamps; what size lamps should be used; what type of shade is best; and what about floor lamps. The specific problems concerning slip covers and upholstery were: chairs; cleaning; what are some good colors and designs; what kind of harmony with wall and draperies is best; how to prevent sun fading; what is available; and what are the merits of slip covers and upholstery.

With elementary education. One-third of this group of homemakers desired no information for furnishings. The style and making of curtains and draperies, and the style, cost and use of rugs and carpets were the topics in which the remaining two thirds indicated the highest percentage of interest, see Table XIX.

With high school education. Only 12 percent of this group desired no information for furnishings. The furnishings most often mentioned were pictures, curtains and draperies, rugs and carpets, chairs and sofas, lamps and lighting, and slip covers and upholstery, see Table XX, page 52.

With college education. A slightly larger group of homemakers, 18 percent, with a college education desired no information for furnishings than did the previous group. However, the homemakers who did desire

TABLE XIX  
 INFORMATION ABOUT FURNISHINGS DESIRED BY HOMEMAKERS  
 (18 homemakers having TV in Greensboro, N. C.)

With Elementary Education

Furnishings	Information desired by homemakers								
	S e l e c t i o n				Use	Ways to acquire			Other
	Style	Construction	Cost	Wearing		Buy-	Mak-	Make	
		and materials		Qualities		ing	ing	Over	
(Percent of homemakers)									
Small Accessories									
Pictures . . . . .	0	0	0	0	0	0	0	0	0
Other . . . . .	0	0	0	0	0	0	0	0	6
Curtains and Draperies . . . . .	22	11	11	6	0	0	17	0	6
Floor Coverings									
Hard surface . . . . .	6	6	0	17	0	0	0	0	0
Rugs, carpets . . . . .	22	11	22	6	17	0	0	0	0
Furniture									
Chests . . . . .	0	0	0	0	0	0	0	6	0
Tables . . . . .	6	0	0	0	6	0	0	6	6
Beds . . . . .	6	6	0	0	0	6	0	6	0
Chairs and sofas . . . . .	6	6	6	11	0	0	0	11	0
Lamps and Lighting . . . . .	0	0	0	0	0	6	0	0	0
Slip covers and upholstery . . . . .	6	0	0	6	6	0	0	6	0
Other									
General Information . . . . .	0	6	6	0	0	6	6	6	0

33 percent of the homemakers with elementary education desired no information on furnishings.

TABLE XX  
 INFORMATION ABOUT FURNISHINGS DESIRED BY HOMEMAKERS  
 (32 homemakers having TV in Greensboro, N. C.)  
 With High School Education

Furnishings	Information desired by homemakers								
	S e l e c t i o n					Ways to acquire			Other
	Style	Construction and materials	Cost	Wearing Qualities	Use	Buy- ing	Mak- ing	Make Over	
	(Percent of homemakers)								
Small Accessories									
Pictures . . . . .	31	9	12	12	6	12	0	0	0
Other . . . . .	3	0	3	3	0	3	0	0	0
Curtains and Draperies . . . . .	25	9	2	9	12	12	6	3	9
Floor Coverings									
Hard surface . . . . .	3	0	0	3	3	3	0	3	0
Rugs, carpets . . . . .	16	12	3	12	3	6	0	3	0
Furniture									
Chests . . . . .	0	0	0	0	0	0	0	3	0
Tables . . . . .	0	0	0	0	3	0	0	0	3
Beds . . . . .	6	3	0	3	0	0	0	9	3
Chairs and sofas . . . . .	6	3	3	12	0	6	0	12	3
Lamps and Lighting . . . . .	12	3	0	0	6	6	0	3	6
Slip covers and upholstery . . . . .	3	12	12	9	0	6	6	3	16
Other									
General Information . . . . .	6	6	6	6	0	0	0	0	0

12 percent of the homemakers with high school education desired no information on furnishings.



information wanted to know more about a larger number of furnishings than did either of the other two groups, see Table XXI.

Education seems to be influential in the amount of interest shown in the furnishings for the home. Even though the percentage of homemakers with a college education who desired no information was slightly higher than the percentage of homemakers with a high school education, there was an increase in the variety and amount of information desired by the group with the college education. Both groups seem to be interested in the same rooms and items of furnishings. Programs which contain the more varied information desired by the college group would be of interest to the high school group.

TABLE XXI

## INFORMATION ABOUT HOME FURNISHINGS DESIRED BY HOMEMAKERS

(28 homemakers having TV in Greensboro, N. C.)

With College Education

Furnishings	Information desired by homemakers								
	S e l e c t i o n				Use	Ways to acquire			Other
	Style	Construction and materials	Cost	Wearing Qualities		Buy- ing	Mak- ing	Make over	
(Percent of Homemakers)									
Small accessories									
Pictures . . . . .	21	4	4	7	14	7	0	4	0
Other . . . . .	0	0	0	0	0	0	0	0	0
Curtains and Draperies . . . . .	11	11	7	14	7	11	7	7	4
Floor Coverings									
Hard surface . . . . .	7	7	4	11	7	7	0	7	0
Rug carpets . . . . .	29	18	18	32	14	14	0	4	0
Furniture									
Chests . . . . .	0	4	0	0	4	4	4	0	11
Tables . . . . .	11	11	7	7	0	11	4	0	11
Beds . . . . .	7	7	4	4	0	7	4	4	7
Chairs and sofas . . . . .	14	14	14	11	0	7	0	7	4
Lamps and Lighting . . . . .	29	7	7	7	14	11	7	7	14
Slip covers and upholstery . . . . .	4	18	11	29	7	7	11	0	21
General Information . . . . .	7	7	7	11	0	0	0	0	0
Floors . . . . .	0	0	0	0	0	0	0	0	4 (care)
Linens . . . . .	4	4	4	4	4	4	0	0	0

18 percent of the homemakers with a college education desired no information about furnishings.

## CHAPTER IV

### SUMMARY AND IMPLICATIONS

#### I. SUMMARY

The purposes of this study were: (1) to identify the home furnishing topics of interest to homemakers in the prospective WUNC-TV audience in Greensboro, North Carolina, and (2) to suggest types of educational programs to meet the home furnishing interest of the homemakers.

With the advent of homemaking television programs at the Woman's College of the University of North Carolina, the Housing and Management staff of the School of Home Economics believed there was a need to have an indication of the home furnishing interest of the homemakers.

A random sample was drawn by the Survey Operations Unit, Institute of Statistics, University of North Carolina. From the 169 household units, it was hoped to obtain 100 interviews with homemakers having television sets. Only 79 interviews were obtained due to the large number of homemakers who were not at home and the households which did not have television sets.

No research was found that dealt directly with home furnishing information presented to homemakers on television. Studies were found which were of aid to the author in preparing the questionnaire used in the present study. Studies were reviewed which would be of aid in planning home furnishing television programs.

To suggest types of home furnishing television programs to meet the interests of homemakers, it was necessary to know something about the home,



the resources, the experiences and the skills of these homemakers and their families.

Almost one half of the households had a youngest child within the age range of 18 months to 14 years. The average formal education of the head of the household and the homemaker was 'completed 9th-11th grade' and 'completed high school,' respectively. Over half of the heads of the household were managers, officials, or proprietors; service workers; or professional, technical and kindred workers. One half of the homemakers were gainfully employed outside the home. The median annual income of the 79 families was \$4000 - 4999.

Since the medium of television was to be used in bringing the home furnishing information to the homemakers, it was desirable to know something of the television history of the homemakers and their preferences concerning home furnishing and homemaking programs, and the time of day preferred for the presentation of these programs.

Most of the homemakers had had television sets from one to five years. Two of the three homemaking programs presented on the local television station were the only programs which had a sizable audience. The homemaking programs available to the Greensboro area were all presented at times of the day when most of the homemakers employed outside the home could not view them. The time of day for presenting a new homemaking show should be carefully selected to avoid the time periods of established available homemaking programs. Many of the women who watched a homemaking program indicated a loyalty to the hostess on the show. The evening period was preferred by the largest number of homemakers as the time of day most convenient for a homemaking program. This was due to the large percentage of homemakers employed outside the home. The afternoon time



period was the second choice. When questioned as to the type of home-making program that would be of interest, home furnishings was the third choice of almost half the homemakers, preceded by child development and meal planning.

The author believed that a knowledge of some of the abilities and experiences, of the family members, which are used in executing home furnishing projects would serve as a guide in planning how detailed the instructions should be for home furnishing projects.

Almost two thirds of the homemakers stated that someone helped them with the planning of the furnishings for their home. The husband was the most influential family member but his interest or acknowledged aid decreased as the family matured. The acknowledged aid of children was not affected by the maturing of the family.

In almost one fourth of the households, no one could sew. In most of the remaining households it was the homemaker who could sew but the amount of sewing experience was varied. A little over one half of these homemakers had made curtains. Over one half of the households had no family members with any carpentry skills. Only one-third of the husbands could do a "little" carpentry work. Three fourths of the households had a family member who could paint. Few of the households had family members who had refinished furniture.

The author believed that the availability of the equipment or facilities necessary to or aiding in the executing of the various tasks in decorating the home, would affect the readiness of the family members to carry out the suggestions given on a home furnishing television program. Questions were asked as to the availability of this equipment or facilities.

The majority of the homemakers either owned a sewing machine or had the use of one. One half of the households had manual carpentry tools. The ownership or access to power tools and/or a work shop increased with the increase in ability and experience in carpentry. A very small percentage of households, with family members having skill for painting or refinishing of furniture, owned or had access to a work shop.

The author believed that knowledge or the amount of formal education of the potential audience was vital to the planning of a successful home furnishing television program. Therefore, the information desired by the homemakers about the rooms of the homes and the furnishings of these rooms was sorted on the amount of formal education of the homemaker.

The bedroom, kitchen-dining room, and the everyday living room appeared more often in the household than any other room or room combination. The rooms for which more homemakers wanted suggestions were the social rooms. The information on these rooms about which more homemakers expressed an interest was how to: arrange furniture; better use what is on hand; choose a color scheme; and choose furnishings. As the amount of formal education of the homemaker increased, there was an increase in the variety and amount of information desired.

Specific home furnishing items for which a sizable percentage of homemakers expressed a desire for information were: rugs and carpets; pictures; curtains and draperies; lamps and lighting; and slip covers and upholstery. Style was the most often desired information for the above items. Again the amount and variety of expressed desire increased as the amount of formal education of the homemaker increased.

## II. IMPLICATIONS

It will be remembered that one of the purposes of this study was to suggest types of educational programs to meet the home furnishing interests of the homemakers. While the data do not provide any bases for recommending particular methods of presentation, the following implications were drawn which will be of use in planning the approach and the subject matter for home furnishing television.

The results of this study represent the potential television audience in Greensboro, North Carolina. The 79 interviewed homemakers were a representative sample and were so selected by accepted statistical procedures, see Appendix, page 63.

1. The presence of children in the household should be considered when selecting home furnishing information for television programs.
2. Home furnishing programs presented at the high school level would be understandable to the majority of the potential audience in Greensboro, North Carolina. Over one-half of the potential audience was composed of homemakers with high school and college education. It is for such groups that television programs on home furnishing may be most successfully planned and presented.
3. The occupations of a large percentage of the heads of the household did not indicate the type of persons inclined to undertake any major "do-it-yourself" project.
4. Home furnishing programs with effective suggestions that take a small amount of time to execute are needed by the homemakers employed outside the home.



5. Home furnishing suggestions should be made with consideration for the funds available, for furnishing, to the potential audience.
6. Interesting, informative and entertaining programs will be necessary to draw a television-wise audience away from their familiar and time proven programs.
7. The time of day used by established homemaking programs available in the area should be considered when scheduling a new homemaking program.
8. The head of the household as well as the homemaker would usually be at home in the evenings, ready to view television. This indicates a need for careful planning of the format of a home furnishing show to be presented in the evenings.
9. Television programs suggesting home furnishing projects requiring the use of sewing skills do not need to spend a large amount of time in teaching the skill. This same fact seems to be true for the projects requiring the painting skill.
10. In selecting and demonstrating home furnishing projects using carpentry or furniture refinishing, skills required should be simple and the operations necessary should be completely explained.
11. Home furnishing projects, requiring the use of a sewing machine would be possible for the majority of homemakers.
12. Projects requiring a minimum of power tools and no work shop would be more suited to the equipment and facilities available to a large number of households.



13. Home furnishing programs which would meet the expressed desires of the majority of homemakers should contain information on the style of home furnishing items and, as applied to the social rooms of the homes, information on how to: arrange furnishings; better use what is on hand; choose furnishings; and choose color schemes.

Prine, Peter Lee. "Wildlife Survey in State of Ark." *Arkansas Game Commission, XXXI (January, 1954), 1-10.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

# BIBLIOGRAPHY

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

Ray, Raymond Raymond. "A Study of the Food Habits of the Blue Jay in North Carolina." *University of North Carolina, Greensboro, 1954.*

## BIBLIOGRAPHY

- Bride, Ester Lee. "Building Daytime TV Shows to Sell," Practical Home Economics, XXXI (October, 1952), 12-13, 46.
- Day, Savannah Segraves. "A Study of the Relation Between the Type of House and the Location for the Home Activities of Preschool Children." Unpublished Master's thesis, The Consolidated University of North Carolina, Greensboro, 1953.
- Farm Housing in the South. Southern Cooperative Series Bulletin No. 114. Agricultural Experiment Station, Southern Region, 1952.
- "Home Survey in 1954." The Department of Art, The University of California, Los Angeles. (Mimeographed.)
- Horvitz, D. C., J. S. Adams, and A. L. Finkner. "The Television Audience in North Carolina," Preliminary Report, Part I. Households and Adults Residing Within One-Hundred Miles of the WUNC-TV Transmission Tower. Survey Operations Unit, Institute of Statistics, University of North Carolina: Chapel Hill, September 1954. (Mimeographed.)
- McKeegan, Margaret Lucile. "Techniques and Problems of Presenting Television Programs." Unpublished Master's thesis, Iowa State College, Ames, 1951.
- Mulder, Dorothy Jane. "An Experiment in the Use of Television for Organized Viewing Groups." Unpublished Master's thesis, Michigan State College, East Lansing, 1954.
- Smith, Margaret. Making A Dress At Home. United States Department of Agriculture, Farm Bulletin. Washington: Government Printing Office, Revised 1954.
- Television Committee, School of Home Economics, The Woman's College, University of North Carolina. "Home Economics and Educational Television," Journal of Home Economics, XLVII:10 (December, 1955), 759.
- Williams, Elsie K. "Effectiveness of Television as a Medium for Clothing Construction." Unpublished Master's thesis, Iowa State College, Ames, 1953.
- Wilson, Meredith C. and Edward O. Moe. Effectiveness of Television in Teaching Sewing Practices. United States Department of Agriculture, Extension Service Circular 466. Washington: Government Printing Office, 1951.



## APPENDIX 2. STATISTICAL BASIS FOR RANDOM SAMPLING

The universe and sampling were the same as in the first part of the study.

No. of samples and size of sample were the same as in the first part of the study.

$\frac{N}{n} = \frac{1}{.05} = 20$ , a sampling rate of 1 out of 20.

The sample specifications and criteria were the same as in the first part of the study.

Estimates of unknown totals were the same as in the first part of the study.

$\sum_{i=1}^n x_i^2$  were the same as in the first part of the study.

$N = 1,154 =$  No. of sampling units in universe.

$n = 23 =$  No. of samples used in the study.

### APPENDIX

A. Statistical Basis for Random Sample

B. Schedule

C. Cards Used with Schedule

D. Selected List of Helpful References



## APPENDIX A. STATISTICAL BASIS FOR RANDOM SAMPLE

The universe and sampling rate are determined by:

$$\frac{\text{No. of occupied dwelling units in Greensboro (1950)}}{6 \text{ (expected size of sampling unit)}} = \frac{18,997}{6} = 3,166 \text{ sampling units}$$

$$\frac{30}{3,166} = \frac{1}{106}, \text{ a sampling rate of 1 out of 106.}$$

The sample specification and cruise information are as shown on page 65a and 65b.

Estimates of universe totals may be obtained by:

$$\hat{T}_x = N \sum_{i=1}^n X_i^*, \text{ where } X_i \text{ is the total of the characteristic, } X, \text{ for the } i\text{th sampling unit in the sample.}$$

$N = 3,166 = \text{No. of sampling units in universe}$

$n = 30 = \text{No. of sampling units in sample. } \frac{N}{n} = \text{the inverse of the sampling rate } 1/106$

The estimated variance of this estimator is:

$$\hat{V}(\hat{T}) = N^2 \cdot \frac{s^2}{n}; s^2 = \frac{\sum_{i=1}^n (X_i - \bar{X})^2}{n-1} \text{ where } \bar{X} \text{ is the sample mean}$$

the estimate of the relative sampling error of  $\hat{T}$  is

$$\text{R.S.E.}(\hat{T}) = \frac{\sqrt{\hat{V}(\hat{T})}}{\hat{T}}$$

In a ratio estimate such as an average number of persons per household, the following estimate is used:

$$\hat{Z} = \frac{\sum_{i=1}^n X_i}{\sum_{i=1}^n Y_i} \quad \left( \begin{array}{l} \text{e.g.: } X_i = \text{number of persons,} \\ Y_i = \text{number of households; in the } i\text{th} \\ \text{sampling unit} \end{array} \right)$$

The estimated variance of this estimator is:

$$\hat{V}(\hat{Z}) = (\hat{Z})^2 \left( \frac{\hat{V}(\hat{T}_1)}{(\hat{T}_1)^2} + \frac{\hat{V}(\hat{T}_2)}{(\hat{T}_2)^2} - \frac{2 \text{Cov}(\hat{T}_1, \hat{T}_2)}{\hat{T}_1 \hat{T}_2} \right)$$

$$\text{where } \hat{\text{Cov}} (\hat{T}_1, \hat{T}_2) = \frac{N^2}{n} \sum_{i=1}^n \frac{(X_i - \bar{X})(Y_i - \bar{Y})}{n - 1}$$

Sampling Unit #	Strata Plot #	Block #	Count No. of Observed Dwelling Units	Assigned No. of Sampling Units	Observed No. of Observed Dwelling Units	Observed Size of Sampling Unit
1	14	24, 30	0, 35	1	0, 20	7
2	6	11, 13, 15	0, 202, 5	24, 35	183	6, 12
3	8	6	10	7, 41	25	3
4	0	21	20	3, 45	17	0
5	3	1, 7, 13	0, 51	14, 55	38	0
6	4	35	10	5, 65	27	0
7	7	8	15	1, 65	10	0
8	2	15	16	6, 75	24	0
9	5	34	27	1, 75	21	0
10	11	1, 4	1, 15	5, 82	5, 10	0
11	0	25	0	1, 83	10	0
12	9	36	17	1, 91	30	0
13	10	35	26	4	20	0
14	12	11	15	8	25	12, 17
15	1	61	53	13	72	0
16	0	30	10	7	10	0

<u>Sampling Unit #</u>	<u>Census Tract #</u>	<u>Block #</u>	<u>Census No. of Occupied Dwelling Units</u>	<u>Assigned No. of Sampling Units</u>	<u>Observed No. of Occupied Dwell- ing Units</u>	<u>Observed Size of Sampling Unit</u>
1	14	29, 30	0, 25	4	0, 30	7
2	6	11,12,15	0, 202, 0	34, 38	188	6 <u>1/</u>
3	5	6	17	3, 41	16	5
4	8	21	20	3, 44	17	6
5	3	1, 2, 3	0, 0, 81	14, 58	86	6
6 )	2	55	49	8, 66	27	3
10 )						
7	3	8	15	3, 69	10	3
8	7	55	34	6, 75	21	4
9	8	98	27	4, 79	21	5
11	14	1, 2	3, 15	3, 82	0, 14	5
12	2	68	9	1, 83	10	10
13	9	36	47	8, 90	25	3
14	15	28	26	4	26	6
15	11	18	19	3	395	132 <u>2/</u>
16	7	60	88	15	72	5
17	9	28	43	7	30	4



<u>Sampling Unit #</u>	<u>Census Tract #</u>	<u>Block #</u>	<u>Census No. of Occupied Dwelling Units</u>	<u>Assigned No. of Sampling Units</u>	<u>Observed No. of Occupied Dwelling Units</u>	<u>Observed Size of Sampling Unit</u>
18	8	89	19	3	11	4
19	12	68	28	5	24	5
20	2	67	10	2	11	6
21	2	11	18	3	12	4
22	15	43	15	2	22	11
23	2	20	17	3	15	5
24	15	21	29	5	18	4
25	7	46	35	6	13	2
26	10	39	20	3	21	7
27	6	44	20	3	50	17 <sup>3/</sup>
28	16	21	10	2	17	8
29	9	4	25	4	25	6
30	7	16	16	3	16	5

1/ Blocks not yet cruised

2/ Sub-sample at 1/10 rate

3/ Sub-sample at 1/2 rate



## SCHEDULE

INFORMATION ON HOME FURNISHINGS FOR POTENTIAL TELEVISION PROGRAMS  
DESIGNED TO MEET THE INTERESTS OF HOMEMAKERS

1. Do you have a television set? Yes \_\_\_\_ No \_\_\_\_ (If no) Do not  
continue interview).

2. How long ago did you get the first TV set?

____ Over 5 years ago	____ 6 months to 1 year ago
____ 3-5 years ago	____ 3-6 months ago
____ 1-3 years ago	____ Less than 3 months ago

3. Do you (the homemaker) regularly watch a homemaking show?  
Yes \_\_\_\_ No \_\_\_\_ Which ones?

1. What's Cooking Today? \_\_\_\_\_  
Cordelia Kelly  
WFMY-TV Channel 2
2. Betty Brown Show \_\_\_\_\_  
WSJS-TV Channel 12
3. Home \_\_\_\_\_  
Arlene Frances  
WSJS-TV Channel 12
4. Home Cooking \_\_\_\_\_  
Peggy Mann  
WTVD Channel 11
5. Creative Cookery \_\_\_\_\_  
WTOB-TV Channel 26
6. Other \_\_\_\_\_

4. Here is a list of homemaking TV programs that might be of special interest to you (HAND CARD NO. 1). Would you tell me which, if any, of the programs you would be interested in watching.

Canning and preserving	_____	Meal planning	_____
Child development and training	_____	Money management	_____
Clothing selection	_____	Planning the house	_____
Cooking	_____	Recreation	_____
Entertaining	_____	Remodeling the house	_____
Fabrics	_____	Time and energy management	_____
Family relationships	_____	Tips on buying	_____
Fashions	_____	Selection of household equipment	_____
Food freezing	_____	Storage	_____
Gardening	_____	Use and care of household equipment	_____
Handicrafts	_____	Other:	_____
Health and hygiene	_____		
Home furnishings	_____		
Landscaping	_____		
Laundry	_____		
Making clothes	_____		
Making home furnishings	_____		

5. Who is the head of the household? \_\_\_\_\_

Would you tell me the names, age, and sex of all the persons who live in the household and the relationship of these persons to the head of the household?

Number	Name	Relationship	Age	Sex
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

6. In planning the furnishings for your home, did anyone help you?

Yes \_\_\_\_ No \_\_\_\_ (If yes) Who helped you?

Husband	_____	Clerks	_____
Children	_____	Decorator	_____
Relatives	_____	Home Demonstration Agent	_____
Neighbors	_____	Home Economics Teacher	_____
Friends	_____	Other:	_____

7. Does anyone in your family including yourself have skills which could be used in furnishing and decorating the home? Yes \_\_\_\_ No \_\_\_\_ (If yes) Would you tell me what they are and who can do them?

Abilities	Family Members				
	Home-maker	Husband	Boy	Girl	Other adult
Who can sew					
A little?					
A moderate amount?					
A great deal?					
Who has made curtains?					
Who has made slip covers?					
Who can do carpentry work					
A little?					
A moderate amount?					
A great deal?					
Who can paint?					
Who has painted					
Furniture?					
Walls?					
Other?					
Who has refinished furniture?					
Other:					

8. Do you have equipment or facilities in your household which could be used in furnishing or decorating your home? Yes \_\_\_\_ No \_\_\_\_

(If yes) Would you tell me what you have?

(If no) Do you have the use of any such equipment? List.

(If yes) Of what equipment do you have the use?

- Sewing machines \_\_\_\_\_
- Manual carpentry tools \_\_\_\_\_
- Power tools \_\_\_\_\_
- Workshop \_\_\_\_\_
- Other: \_\_\_\_\_





10. a. Has there been any question in your mind about any of these furnishings? (HAND CARD NO. 4).
- b. Here are some topics related to choosing, using and acquiring home furnishings which might be presented on television. (HAND CARD NO. 5) You indicated an interest in \_\_\_\_\_  
 Would you like information on any of these topics? \_\_\_\_\_

Furnishings	Pro- blem	Information Desired								
		Selection				Use	Ways to acquire			Other
		Style	Construction & materials	Cost	Wearing qualities		Buy- ing	Mak- ing	Make over	
Small accessories										
<u>Pictures</u>										
Curtains and draperies										
Floor coverings										
<u>Hard surface</u>										
<u>Rugs, carpets</u>										
Furniture										
<u>Chests</u>										
<u>Tables</u>										
<u>Beds</u>										
<u>Chairs and sofas</u>										
Lamps and lighting										
Slip covers and upholstery										
Other										

11. Would a program on home decoration be more convenient for you and/or your family if presented in the:

Morning \_\_\_\_

Afternoon \_\_\_\_

Evening \_\_\_\_

What time of the morning  
would be most convenient  
for you?

What time of the after-  
noon would be most con-  
venient for you?

What time of the even-  
ing would be most  
convenient for you?

\_\_\_\_ 7-8

\_\_\_\_ 12-1

\_\_\_\_ 6-7

\_\_\_\_ 8-9

\_\_\_\_ 1-2

\_\_\_\_ 7-8

\_\_\_\_ 9-10

\_\_\_\_ 2-3

\_\_\_\_ 8-9

\_\_\_\_ 10-11

\_\_\_\_ 3-4

\_\_\_\_ 9-10

\_\_\_\_ 11-12

\_\_\_\_ 4-5

\_\_\_\_ 10-11

\_\_\_\_ 5-6

\_\_\_\_ 11-12

12. Would you please answer these questions about the occupation of the head of the household.

a. Where does he work? \_\_\_\_\_

b. What is his position? \_\_\_\_\_

c. What does he do? \_\_\_\_\_

13. a. Are you (homemaker) employed? Yes \_\_\_\_ No \_\_\_\_
- b. Is it full time or part time? Full time \_\_\_\_ Part time \_\_\_\_
- c. (1) Where do you work? \_\_\_\_\_
- (2) What is your position? \_\_\_\_\_
- (3) What do you do? \_\_\_\_\_

14. What is the HIGHEST grade of schooling completed by:

	<u>Grade School</u>	<u>High School</u>	<u>College</u>
Head of household	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4 over ____
Homemaker	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4 over ____

15. (Indicate whether household occupants are white or colored)

White \_\_\_\_\_ Colored \_\_\_\_\_

16. Would you tell me which of the income groups in the card comes closest to your family's net income in 1953? (HAND CARD NO. 6)

_____ Below \$1000	_____ \$3000-3999
_____ \$1000-1999	_____ \$4000-4999
_____ \$2000-2999	_____ \$5000-5999
	_____ \$6000 or more



## APPENDIX C. CARDS USED WITH SCHEDULE

## Card No. 1

1. Which, if any, of these programs would you be interested in watching?

Canning and preserving	Making clothes
Child development and training	Making home furnishings
Clothing selection	Meal planning
Cooking	Money management
Entertaining	Planning the house
Fabrics	Recreation
Family relationships	Remodeling the house
Fashions	Time and energy management
Food freezing	Tips on buying
Gardening	Selection of household equipment
Handicrafts	Storage
Health and hygiene	Use and care of household equipment
Home furnishings	Other
Landscaping	
Laundry	

## Card No. 2

2. Which rooms do you have?

Den	Kitchen
Bedroom	Utility room
Living room	Activity room
Dining room	Other

Card No. 3

---

3. Would you like information on how to do the following?

Choose color schemes

Make better use of what is on hand

Choose furnishings

Arrange furnishings

Use rooms for more than one purpose

Remodel

Plan more adequate storage

Other

---

Card No. 4

---

4. Has there been any question in your mind about any of these furnishings?

Small accessories

Pictures

Others

Curtains and draperies

Floor coverings

Hard surface

Rugs, carpets

Furniture

Chests

Tables

Beds

Chairs and sofas

Lamps and lighting

Slip covers and upholstery

Other

---

5. Would you like information about any of the following topics?

Selection

Style

Construction and materials

Cost

Wearing qualities

Use

Ways to acquire

Buying

Making

Making over

Other

Card No. 6

6. Would you tell me which of the income groups comes closest to your family's net income in 1953?

a. \_\_\_\_\_ Below \$1000

b. \_\_\_\_\_ \$1000-1999

c. \_\_\_\_\_ \$2000-2999

d. \_\_\_\_\_ \$3000-3999

e. \_\_\_\_\_ \$4000-4999

f. \_\_\_\_\_ \$5000-5999

g. \_\_\_\_\_ \$6000 or more

## APPENDIX D. SELECTED LIST OF HELPFUL REFERENCES

- Anthony, Hazel. "We Put Our Story on TV," Practical Home Economics, Volume 3, Number 2 ( October, 1957), 18-19.
- Gried, Maurine Vander. "We Taught Homemaking on TV," Practical Home Economics, XXXIII (February, 1955), 22-23, 76-77.
- Mabley, Jack. What Educational TV Offers You. Public Affairs Pamphlet Number 203, New York: Public Affairs Pamphlets, 1954.
- Marshall, Jane and Louise Frazier. "Homemaker's View of TV," Practical Home Economics, XXXI (October, 1952), 14-15.
- Pennell, Ellen. Women on TV. Minniapolis: Burgess Publishing Company, 1954.
- Tonkin, Joseph D. and Alice F. Skelsey. Television For You. United States Department of Agriculture, Agriculture Handbook Number 55. Washington: Government Printing Office, 1953.